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ABSTRACT

An 82-item questionnaire was sent to 4,000 secondary school teachers of English in New York State. The teachers were randomly selected from a mailing list; approximately 50% of the sample questionnaires were returned; 1,896 were validly completed. The sample of 1,896 teachers represents about 20% of the secondary school English teachers in New York State, excluding those in New York City. The data collected for the study were analyzed by a cross-classification computer program from the library of computer programs at the State University College at Buffalo. The conclusions drawn from the program are not valid for New York City. The preparation, professional commitments and teaching situations of the 1,896 teachers were analyzed according to 19 variables. A profile of the New York State English teacher is given. It is drawn from a composite of data collected and organized under the following categories: The Academic Preparation of Secondary School English Teachers, The Academic Preparation of Beginning English Teachers, The Continuing Education of Teachers of English, The Professional Memberships of English Teachers, The Grade Placement of Teachers of English, and The Teaching Loads of Secondary School English Teachers. Results show the major problems to be in the area of curriculum content and design. (CK)

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The Teaching of English in New York State

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State University College at Buffalo

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Monograph 13

The New York State English Council
Buffalo, New York

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THE TEACHING OF ENGLISH
IN
NEW YORK STATE

A Study Of The
Academic and Professional Preparation
Of Public Secondary School Teachers Of English

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New York University

John E. Reedy
State University College at Buffalo

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The Committee On Research
NEW YORK STATE ENGLISH COUNCIL

Fall, 1970

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R.L.C.
J.E.R.

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INTRODUCTION

The Teaching of English in New York State, a study of the status of the teaching of English in the State, has sought reliable answers to such questions as How well prepared, academically and professionally, are the State's secondary school teachers of English? How does the preparation of the beginning teachers of English compare to that of experienced teachers? Do English teachers continue to take courses to keep up with new developments in English and related fields? To what professional organizations do English teachers in New York State actively belong? Does the educational background of junior high school teachers differ from that of senior high school teachers of English? What is the average teaching load of English teachers in the State? How does the academic background of English teachers who graduated from liberal arts colleges differ from that of college of education graduates? Does the type of college attended affect what secondary school English teachers teach? Finally, how valuable in the classroom teachers' opinion are the college courses that make up the curriculum in most English teacher education programs in the State?

The initial stimulus for the present study grew out of the deep concern for the improvement of the teaching of English and the preparation of English teachers manifested on a national level over the past ten years. Major research studies such as the NCTE's The National Interest and the Teaching of English (1961), The National Interest and the Continuing Education of Teachers of English (1964) and The National Study of High School English Programs (1966) provided invaluable information and highlighted pressing national problems in English teaching. The Anglo-American Conference at Dartmouth in 1966 made recommendations that have broad implications for the conduct of our schools and the preparation of teachers of English. The Guidelines for the Preparation of Teachers of English, published by NCTE and other concerned professional organizations two years ago, suggested desirable standards and provided a common focus for a countrywide quest for advancement in the teaching of English.

Concern for the quality of English teaching has also been a driving force in New York State in recent years, as illustrated by two current developments. After long and serious deliberation, the New York State Department of Education recently made major changes in its certification requirements. Without relinquishing its regulatory powers, the State has shifted responsibility to colleges and universities for the revision of programs based upon local needs, the latest research knowledge in teaching and learning and, in the last analysis, upon teaching effectiveness rather than fixed prescriptions. In a related development, the National Council of Teachers of English and the New York State English Council have established a special committee to encourage and assist teacher preparation institutions engaged in program revisions to implement the Guidelines for the Preparation of Teachers of English. If pursued with sufficient vigor, these two developments should result in substantially improved English teacher education programs in New York.

The present study is postulated on the belief that the key to the improvement of English in the secondary schools lies essentially in increased effectiveness of classroom teachers. This report makes available detailed information and concludes with constructive recommendations intended for use primarily by both liberal arts colleges and colleges of education in revising their individual courses and entire curricula at this crucial time. Hopefully, the data will also prove helpful to school administrators and to professional organizations as they engage cooperatively with the colleges and universities in the active pursuit of excellence in the teaching of English in New York State.

DESIGN AND SCOPE OF THE STUDY

During the second week of January, 1970, an 82-item questionnaire was sent to 4000 secondary school teachers of English in New York State. The teachers were randomly selected from a mailing list provided by the Bureau of English Education of the New York State Education Department. Approximately two months later, 2004 questionnaires (50% of the sample) had been returned; 1896 of the returned questionnaires were validly completed.

The sample of 1896 teachers represents about 20% of the secondary school English teachers in New York State, excluding those in New York City. The 1896 teachers are geographically distributed over the State, excluding New York City, replies having been received from 562 cities, towns and villages, the list resembling a gazetteer of New York State.

The data collected for the study were analyzed by a cross-classification computer program from the library of computer programs at the State University College at Buffalo. The computer program is called NYBTAB, a shortened version of MUCROS, written by Kenneth Janda; it may be found in Kenneth Janda, Data Processing: Application to Political Research (Evanston: Northwestern University Press, 1965).

The conclusions drawn from the study are not valid for New York City.

A PROFILE OF THE NEW YORK STATE ENGLISH TEACHER

The preparation, professional commitments and teaching situations of the 1896 secondary school English teachers in the study were analyzed according to nineteen variables (See Table 1, Appendix A). This profile has been drawn from a composite of data collected and organized under the following categories: The Academic Preparation Of Secondary School English Teachers, The Academic Preparation Of Beginning English Teachers, The Continuing Education Of Teachers Of English, The Professional Memberships Of English Teachers, The Grade Placement Of Teachers Of English and The Teaching Loads Of Secondary School English Teachers.

THE ACADEMIC PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS

English Teachers With Adequate Preparation

* 54.6% have a master's degree or better: 32.1% have the master's degree; 22.1%, the master's plus 30 hours; and, .4%, the doctorate degree.

* 82.7% have 36 or more semester hours in English.

* 48.9% have 18 or more semester hours in graduate English.

* 64.7% have taken student teaching in English; and 86.7% have taken a methods course in the teaching of secondary school English.

English Teachers With Inadequate Preparation

* 29.0% did not major in English.

* 11.6% have only the bachelor's degree; and .6% are not college graduates.

* 17.3% have fewer than 36 semester hours in English; 5.2% have fewer than 24 semester hours in English; and, .5% have fewer than 12 semester hours in English.

* 12.3% have not taken graduate work in English.

* 35.3% have not taken student teaching in English; and 13.3% have not taken a methods course in the teaching of secondary school English.

On the whole, English teachers in the secondary schools of New York State appear to be well prepared academically; however, there are some problem areas and a considerable number of teachers who do not meet present minimal state certification requirements for teaching English.

45.4% of the secondary school English teachers in New York State currently have less than a master's degree. This percentage exceeds the 33.3% of teachers who have less than five years teaching experience. Assuming that the 33.3% with less than five years teaching experience are still working toward permanent certification, this leaves 12.1% who evidently have permanent certification but who do not have the equivalent of a master's degree.

THE BEGINNING ENGLISH TEACHERS

Who Are They?

* 7.2% of the teachers in the study are in their first two years of teaching English.

* 16.9% of these beginning teachers have had prior teaching experience in other subjects: 11% have had three to five years prior experience; 4.4%, six to ten years prior experience; and 1.5%, eleven to fifteen years prior experience.

* Only 3.6% of the beginning teachers teach English as a minor teaching assignment.

* 21.3% of the beginning English teachers are 25 or older; 5.9% are 35 or older.

* 72.4% of the beginning English teachers are women; 27.6% of them are men.

One must conclude that most of the teachers with prior teaching experience have changed their teaching fields to English and are not just filling in temporarily on a part-time basis. A study of the data for the entire sample of teachers in the study shows that this change to English teaching after several years of teaching another subject occurs each year at about the same rate as for beginning teachers. This phenomenon represents a continuing problem for inservice and continuing education, to re-educate annually large numbers of teachers whose recent or total experience has been in a subject other than English.

What College Degrees Are Held By Beginning English Teachers?

* 2.9% do not have a college degree.

* 63.5% have a bachelor's degree.

* 21.9% have a bachelor's degree, plus 15 hours of graduate work.

* 2.2% have a master's degree, plus 30 hours of graduate work. Largely, these are teachers who have had prior teaching experience in another subject.

Apparently, it has been necessary for some school districts in the State to employ a small number of teachers of English who have not completed the college work necessary for the bachelor's degree.

Have Beginning English Teachers Majored In English?

* 80.1% have an undergraduate major in English.

* Only 61.0% have the minimal 36 semester hours in undergraduate English.

Evidently, some colleges preparing secondary school English teachers have an English degree which requires fewer than the 36 semester hours needed to meet the minimal requirements for State certification. This is an area which appears to call for careful scrutiny and immediate action by the teacher education institutions in the State. The increasing diversity and intensity of demands being placed upon teachers of English suggest the advisability of an increase rather than a diminution of the requirements in the major subject.

* 11.8% have an undergraduate minor in English.

* The percentage of teachers having an undergraduate major in English generally increases from 65.2% for teachers having 16 or more years experience in English teaching to the 80.1% for beginning teachers. The percentage for the whole sample is 70.1.

* The opposite trend is noticeable for minors in English; there is an increase from 11.8% for beginning teachers to 26.9% for teachers with 16 or more years of experience in teaching English.

There is a healthy trend toward more English majors being employed to teach English. Evidently, the minor in English is gradually disappearing. However, approximately 8% of the teachers employed each year to teach English in New York State have neither a major nor a minor in English. Hopefully as the shortage of teachers continues to lessen, the employment of unqualified English teachers will cease altogether.

What Is The Preparation In English Of Beginning English Teachers?

* 4.4% of the beginning English teachers have fewer than 18 semester hours in undergraduate and graduate English; 9.5% have fewer than 24 semester hours in English.

* 66.9% have 36 or more semester hours in undergraduate and graduate English; 26.5% have 45 or more semester hours in English.

* 33.1% of the beginning teachers have fewer than 36 semester hours in undergraduate and graduate English as compared to a sample average of 17.1% and a sample range of 14.3% to 18.0% for the experienced teachers.

* Approximately twice as many beginning teachers have fewer than 24 semester hours of undergraduate and graduate English than do experienced teachers.

What Is The Preparation In English Education Of Beginning English Teachers?

* 78.8% of the beginning teachers have studied methods of teaching secondary school English, compared to a sample average of 86.7% and a sample range of 83.3% to 88.5% for the experienced teachers.

* 75.0% of the beginning teachers have taken student teaching in English, compared to the sample average of 64.6% and a sample range of 59.7 to 71.9% for the experienced teachers.

The academic preparation of beginning teachers of English does not compare favorably to that of experienced teachers; twice as many beginning teachers as experienced teachers have insufficient college credit in English for New York State certification. In their preparation in English Education, one-fourth of the beginning English teachers have not had student teaching in English and one-fifth have not had a methods course in teaching secondary school English. Considering their lack of teaching experience, beginning teachers can least afford the barely adequate academic and professional preparation with which so many of them enter teaching.

THE CONTINUING EDUCATION OF TEACHERS OF ENGLISH

Do They Continue To Take Courses?

* 67.3% of the teachers in the study have taken a college course in either English or education in the past three years. The percentages range from 95.5% for beginning teachers to 40.2% for teachers with 16 or more years of experience.

* As an English teacher gains experience, there is a tendency to neglect taking a periodic college course. 4.4% of teachers with six to ten years of English teaching experience, 9.9% with eleven to fifteen years of experience, and 19.6% with sixteen or more years experience have not taken a course in the past nine years.

* 53.8% of the men who have not taken a course in the past 9 years are 45 years or older; 74.4% of the women who have not taken a course in the past 9 years are 45 years or older.

Undoubtedly, many older teachers who do not continue their formal studies are as well informed as their younger colleagues; for taking college courses is, obviously, not the only means available to keep pace with new information and developments in English and in teaching. The present state of district or school-sponsored inservice education and the fact that relatively few English teachers belong to professional organizations in their subject area, however, clearly suggest that teachers who do not take colleges courses are virtually cut off from vital information and developments in their profession. The continuing education of teachers is a major problem facing colleges, school districts and professional organizations in New York State.

PROFESSIONAL MEMBERSHIPS OF ENGLISH TEACHERS

What Professional Organizations Do Teachers Of English Join?

* National Council of Teachers of English: 31.1% are members, of which 63.7% also belong to NYSEC.

* Conference on English Education (National): 2.4% are members, of which 82.2% belong to NCTE and 71.1% belong to NYSEC.

* Modern Language Association: 2.2% are members, of which 47.6% belong to NCTE and 38.1% belong to NYSEC.

* New York State English Council: 30.8% are members, of which 60.1% also belong to NCTE.

* Conference on English Education (State): 4.1% are members, of which 63.2% also belong to NCTE and 77.6% belong to NYSEC.

* New York State Teachers Association: 76.4% are members, of which 33.7% belong to NCTE and 34.6% belong to NYSEC.

If membership in professional organizations is indicative of influence upon a profession, one must conclude that neither NCTE nor NYSEC have much influence upon the teaching of secondary school English in New York State. Both organizations represent less than one-third of the English teachers in the State.

Leaders for change in English curriculum and teaching who wish to communicate with English teachers in New York State should consider doing so through NYSTA, because its journal reaches more than twice as many English teachers as do the journals of NCTE and NYSEC.

GRADE PLACEMENT OF TEACHERS OF ENGLISH

Who Teaches Junior High School English? Senior High School English?

* Beginning teachers are assigned in approximately a two to one ratio (58.8%) to junior high, whereas teachers with 16 or more years of experience are assigned in approximately the same ratio (57.3%) to senior high.

* Younger teachers are assigned to junior high in approximately the same ratio (60.0%) as the beginning teachers. This ratio gradually changes to a one to two ratio favoring senior high for teachers who are from 55 to 64 years of age.

* Teachers who are 65 years of age and older are assigned in approximately a two to one ratio (66.0%) to junior high school.

* Women outnumber men approximately two to one in junior high, but senior high has a one to one ratio.

* Approximately two-thirds (64.1%) of the junior high teachers are liberal arts college graduates and one-third (35.9%) college of education graduates; and approximately three-fourths (77.0%) of senior high teachers are liberal arts college graduates and one-fourth (23.0%) college of education graduates.

What Are The Qualifications Of Junior Versus Senior High School English Teachers?

* A higher percentage of junior high than senior high school teachers fail to meet New York State certification requirements in English:

  24.7% of junior high and 11.6% of senior high have fewer than 36 semester hours in English.

  8.5% of junior high and 2.8% of senior high have fewer than 24 semester hours in English.

  4.6% of junior high and 0.8% of senior high have fewer than 18 semester hours in English.

* Approximately two-thirds of both junior and senior high school teachers of English have had student teaching in English.

* More senior high teachers of English have taken work beyond the master's degree: 66.1% for senior high compared to 40.7% for junior high school.

Thus, the junior high school English classroom in New York State is staffed by a higher percentage of women, the young and the very old, and the less well prepared academically than is senior high school English.

TEACHING LOADS OF SECONDARY SCHOOL TEACHERS OF ENGLISH

What Is The Teaching Load In Junior And Senior High Schools?

* 16.3% of English teachers teach three or fewer classes per day.
* 27.9% teach four classes.
* 51.8% teach five classes.
* 4.0% teach six or more classes.
* The junior high school average for classes taught daily is 4.77.
* The senior high school average for classes taught daily is 4.80.

Over half of the teachers represented in the study (51.8%) teach five or more classes per day. The average number of classes taught for the whole sample is 4.37; when the 16.3% of teachers who teach three or fewer classes are removed from the computation, the average number of classes taught daily by teachers of English is 4.72.

This information would have more meaning if the present study included data on class size, a factor which relates significantly to the number of classes taught in assessing the daily work loads of teachers.

Some years ago, in its summary of numerous studies on this issue in its The National Interest and the Teaching of English, the NCTE recommended a maximum student load for secondary school English teachers of 100 students per day taught in no more than five but preferably in four classes. The growing complexity of the subject of English and the need for ever increasing stress on the communication skills render this recommendation as moderate as its application is necessary.

THE COLLEGE PREPARATION OF NEW YORK STATE ENGLISH TEACHERS

The study listed thirty-five course areas to determine the courses taken by English teachers in New York State in their academic preparation for teaching. The data gathered is reported below under the following categories: College Courses Taken By English Teachers, Beginning Teachers Compared With Experienced Teachers For College Courses Taken, Type Of Undergraduate College Attended And College Courses Taken, and English As A Major Or Minor Assignment And College Courses Taken.

COLLEGE COURSES TAKEN BY ENGLISH TEACHERS

There was no course which all 1896 teachers had taken. American Literature Survey (taken by 93.5% of the teachers) and English Literature Survey (taken by 94.0% of the teachers) came the closest to having been taken by all the teachers in the study. Conversely, many courses generally regarded as important to the secondary school teacher of English appear to have been neglected in the academic preparation of the teachers in the study. Significant examples are as follows:

* Writing courses
  - Expository Writing, not taken by 31.0% of the teachers
  - Creative Writing, not taken by 48.2%
  - Journalism, not taken by 77.6%

* Grammar and Linguistics
  - Grammar and Usage, not taken by 41.4% of the teachers
  - History of the English Language, not taken by 41.4%
  - Linguistics, not taken by 51.9%

* Literature Courses (non-traditional)
  - Contemporary Literature, not taken by 32.5% of the teachers
  - Non-Shakespearean Drama, not taken by 30.7%
  - World Literature, not taken by 39.4%
  - Oral Interpretation of Literature, not taken by 47.4%
  - Non-Fiction Prose (essay, biography, etc.), not taken by 61.8%

* Recently Introduced English Courses
  - Mass Media, not taken by 67.4% of the teachers
  - Black Literature, not taken by 95.0%

* English Education
  - Research in English Education, not taken by 57.4% of the teachers
  - The Teaching of Reading, not taken by 50.7%
  - Play Production, not taken by 62.7%
  - Adolescent Literature, not taken by 67.6%
  - School Magazine Production, not taken by 94.3%
  - Teaching English as a Second Language, not taken by 96.0%

BEGINNING TEACHERS COMPARED WITH EXPERIENCED TEACHERS FOR COLLEGE COURSES TAKEN

The following list compares beginning teachers to teachers with more experience, indicating those college courses taken by a higher percentage of teachers than was statistically expected.

Beginning Teachers	Teachers with 3 to 5 Years Experience	Teachers with 6 to 10 Years Experience
American Lit.	American Lit.	American Lit.
English Lit.	English Lit.	English Lit.
World Lit.	World Lit.	
Contemporary Lit.	Contemporary Lit.	Contemporary Lit.
Black Lit.	Black Lit.	Black Lit.
Oral Interpretation	Oral Interpretation	Oral Interpretation
Public Speaking	Public Speaking	Public Speaking
School Mag. Prod.	School Mag. Prod.	School Mag. Prod.
Linguistics	Linguistics	Linguistics
Grammar	Grammar	
Engl. as Sec. Lang.	Engl. as Sec. Lang.	Engl. as Sec. Lang.
Gen. Psychology	Gen. Psychology	Gen. Psychology
Ed. Psychology	Ed. Psychology	Ed. Psychology
Non-Shakesp. Drama		Non-Shakesp. Drama
	English Methods	English Methods
	Lit. Movement	
	Lit. Period	Lit. Period
	Mass Media	Mass Media
	Adolescent Lit.	
	Expos. Writing	Expos. Writing
	Creative Writing	Creative Writing
	Fiction	Fiction
		Journalism
		Poetry
		Shakespeare
		Teaching Reading
		Hist. of Engl. Lang.
		Lit. Criticism
		Play Production
		Adol. Psychology
		Research in Engl. Ed.

Again we find that the college background of beginning English teachers is not impressive and does not compare favorably with that of the other groups. For twenty-one out of thirty-five college courses, the percentage of beginning teachers having taken the courses was less than statistically expected; many of these neglected courses are generally considered as imperative for inclusion in the minimum requirements for the beginning English teacher.

The question arises whether, as they continue their studies, beginning English teachers elect advanced college courses in areas neglected in their previous schooling? As James R. Squire and Robert F. Hogan maintained in A Five Point Program for Improving the Continuing Education of Teachers of English, teachers need guidance and encouragement to enroll in courses pertinent to their subject. Hopefully, colleges and universities will, under present State certification regulations, assume a more forceful role here through the maintenance of creative and effective teacher preparation programs and courses.

The data drawn from the above comparison also suggests the following noteworthy trends in the courses being taken by teachers in their preparation for teaching English in the secondary school.

* Linguistics: The number of beginning teachers taking the course is increasing every year.

* Methods of Teaching Secondary School English: This course appears to be replacing General Methods for the beginning teacher.

* Adolescent Literature: This is a course which is being neglected by teachers in all but one of the experience categories.

TYPE OF UNDERGRADUATE COLLEGE ATTENDED AND COLLEGE COURSES TAKEN

The preponderance of teachers in the study were graduates of liberal arts colleges (70.9%), not schools of education (29.1%). For 18 out of 35 courses, there was no significant difference between the types of college for the percentage of teachers taking the courses. The following chart shows those 17 courses for which a significantly higher percentage of the graduates of that type of college have taken the course:

Liberal Arts College	College of Education
Literary Movement	Oral Interpretation
Literary Criticism	Play Production
Literary Period	Linguistics
Poetry	Grammar
Shakespeare	Teaching of Reading
	Adolescent Literature
	Adolescent Psychology
	Sociology
	American Literature
	Expository Writing
	Public Speaking
	English as a Second Lang.

A higher percentage of the liberal arts graduates have taken specialized literature courses; whereas, a higher percentage of college of education graduates have taken courses more closely related to secondary school English teaching. Significantly, in data reported in another section of this study, a large percentage of secondary school English teachers indicated that they considered courses in Shakespeare, fiction, and poetry of more assistance in the classroom than grammar, linguistics, and methods of teaching English.

ENGLISH AS A MAJOR OR MINOR ASSIGNMENT AND COLLEGE COURSES TAKEN

Of the 1896 teachers in the study, there were 1818 teachers whose major assignment was English and 78 whose minor assignment was English.

* The two groups were equal for the education and the non-English liberal arts courses.

* Over four times as many teachers whose minor assignment is English have not taken English Methods than those who have English as their major assignment.

* For English courses a significant difference between the percentages of the groups exist, those having English as a minor assignment being below the expected percentages for all English courses except: World Literature, Adolescent Literature, Black Literature, Nonfiction Prose, and Grammar.

Major teaching assignment does make a difference. Teachers whose major assignment is a subject other than English and who teach English on a part-time basis are not only divided in their interest in and commitment to English but, when compared to full-time English teachers, they have a significantly deficient college background in English for teaching the subject.

ENGLISH TEACHERS' EVALUATION OF COLLEGE COURSES FOR RELEVANCE TO TEACHING

The 1896 secondary school English teachers in the study were asked to rate their college courses on a three-point scale of "Much Help," "Some Help," and "No Help" for the degree to which the college courses taken were helpful in teaching on the secondary school level.

THE COLLEGE COURSES CONSIDERED MOST VALUABLE BY ENGLISH TEACHERS

* In only three courses did more than 50.0% of the teachers give a rating of "Much Help": Shakespeare, 56.4%; Fiction, 53.7%; and Poetry, 52.3%. For all of the traditional liberal arts English subjects included in the rating, the combined "Much Help" and "Some Help" categories generally totaled above 90%, the exceptions being Literary Criticism, Literary Period and Literary Movement.

* Both Grammar and Linguistics received relatively low ratings. Grammar was considered more helpful than Linguistics by an impressive number of teachers. 39.2% found a course in Grammar and Usage "Much Help" as compared to 25.2% for Linguistics. 11.5% found Grammar and Usage "No Help" as compared to 23.3% for Linguistics.

* English Education and Education courses received the lowest rating, as a group, of all the courses taken by English teachers. "No Help" ratings for Educational Sociology was 37.9%; for Research in English Education or Education, 35%; Educational Psychology, 28.1%; and English Methods, 25.6%. The above courses did, however, receive well over a 50% "Some Help" rating. Non-English liberal arts courses, General Psychology and Sociology also received a low "Much Help" and a relatively high "No Help" rating.

Table 2, Appendix A, gives the complete data for teachers' responses to the relative value for teaching secondary school English of courses which they have taken in their undergraduate and graduate college studies.

Reasons for the ratings given individual courses were not included in the study; consequently, we can only speculate about them. Why, for example, do only 25.2% of the sample of teachers rate Linguistics of "Much Help" in their classroom teaching as against 39.2% who find Grammar highly contributive? Why, in spite of insistence by educators, curriculum designers and certification officials, do such a high percentage of teachers deny the value of such courses as Educational Sociology, Educational Psychology, Linguistics and English Methods? To what extent do

teacher bias, availability and quality of textbooks, curriculum design and courses of study, and the Regents Examinations affect teacher assessment of college courses? Or do the ratings simply and accurately reflect poor quality or outright ineffectiveness of colleges courses taken by teachers in their preparation for teaching?

TYPE OF UNDERGRADUATE COLLEGE ATTENDED AND THE VALUE RATINGS OF COLLEGE COURSES

* In only three courses were the differences in value rating percentages statistically significant: English Literature, Shakespeare and World Literature, with a higher percentage of liberal arts graduates rating the courses "Much Help" and a higher percentage of college of education graduates rating the courses "No Help."

* Although the percentage differences are not statistically significant between the two college groups, for these courses: Adolescent Literature, English Methods, Educational Psychology, and Adolescent Psychology, the percentage rating the course "Much Help" was higher for college of education graduates, and the percentage rating the courses "No Help" was higher for liberal arts graduates.

* Liberal arts graduates have a higher percentage rating Research in English Education and Education "Much Help" than do college of education graduates.

THE COLLEGE COURSES RATED MOST HELPFUL TO THOSE TEACHING THE SAME SUBJECT IN THE SECONDARY SCHOOL

* Three courses were rated "Much Help" by more than 60% teaching the same subject in secondary school: American Literature, English Literature and Shakespeare.

* Seven courses were rated "Much Help" by more than 50% teaching the same subject: World Literature, Poetry, Non-Shakespearean Drama, Fiction, Contemporary Literature, Oral Interpretation of Literature and Black Literature.

* The remaining eleven courses were rated "Much Help" by fewer than 50% of those teaching the same subject; particularly low were the "Much Help" ratings for Linguistics (39.1%) and Non-fiction Prose (33.7%).

* For all 21 English courses included in the rating scale, a higher percentage of teachers who teach the same secondary school subject rated the college course "Much Help" than did teachers

not teaching the same subject. 60.6% of those teaching American Literature, for example, rated the course "Much Help" compared to 40.2% of those not teaching the subject.

* For those English teachers teaching the subject, in only four subjects: Journalism, Reading, English as a Second Language and Linguistics, did the percentage rating the college course "No Help" exceed 10%. But for those not teaching the subject, in twelve out of twenty-one comparisons, the percentage rating "No Help" exceeded 10%; and, in five additional courses, the percentage exceeded 20%.

Whether a secondary school teacher teaches a subject or fails to teach it because of a college course or whether he rates a college course in a certain way because he teaches the subject in secondary school cannot be determined from the data gathered in this study. However, in 17 out of the 21 subjects rated, a higher percentage of those teaching the subject rated the college course "Much Help" than did those not teaching the subject; and in 12 out of 21 subjects, a higher percentage rating the course "No Help" were not teaching the subject. Thus, there is some evidence that a teacher's value rating of a college course is affected by whether or not he teaches the subject.

THE SUBJECTS TAUGHT IN SECONDARY SCHOOL ENGLISH

The teachers in the study were asked to check from a list of 21 school subjects those subjects in which they had this year taught a course or a unit of work. These data represent what 1896 New York State English teachers taught from September, 1969, through February, 1970. Data from a full year might change the statistics somewhat.

FREQUENCY OF SUBJECTS TAUGHT IN SECONDARY SCHOOL

* Six subjects are taught by more than 80% of the teachers: Fiction, 95.2%; Expository Writing, 88.1%; Poetry, 82.7%; Non-fiction Prose, 81%; Grammar, 81.2%; and Non-Shakespearean Drama, 80.3%.

* Seven subjects are taught by fewer than 40% of the teachers: American Literature, 39.5%; Linguistics, 38%; Journalism, 23.8%; Black Literature, 20.6%; World Literature, 18.9%; and English as a Second Language, 3.8%.

Teachers clearly do not necessarily teach what they were most exposed to in their own college studies. For example, 93.5% of the teachers in the study have taken at least one course in American Literature, but only 39.5% teach American Literature in their own classes. Conversely, teachers do not limit their teaching to subjects which they studied formally in college. Grammar was taken in college by just over half (58.6%) the teachers in the study but it is being taught by 81.2% of them; the ratio for Black Literature is 5% to 20.6%, and for Expository Writing 69% to 88.1%.

The data on frequency of subjects taught by secondary school English teachers highlights another serious problem. In 1961 the NCTE's The National Interest and the Teaching of English stressed the need for English teachers with adequate preparation in language, teachers equipped to teach language and composition and to make application of linguistics to the teaching of English. The shortage apparently still exists today in New York State; only 40% of the teachers in the study have had a college course in Linguistics. Compounding the problem of the paucity of well qualified teachers of language is the disturbing fact that one-fourth of those teachers who have studied Linguistics do not pass on their knowledge and insights by making application in their own teaching of secondary school English.

GRADE LEVEL AND SUBJECTS TAUGHT BY SECONDARY SCHOOL TEACHERS

* A significantly higher percentage of Senior High than Junior High teachers teach:
  American Literature

English Literature
World Literature
Shakespeare
Non-Shakespearean Drama
Contemporary Literature
Mass Media
Black Literature
Poetry

* A significantly higher percentage of Junior High than Senior High teachers teach:
  Creative Writing
  Adolescent Literature
  Reading
  Public Speaking
  Grammar
  Linguistics

* Approximately twice as many Junior High than Senior High teachers teach Adolescent Literature and Reading, and approximately one and one-half as many teach Linguistics.

One would be hard pressed to provide an educationally sound rationale or justification for the above identification of courses with either the junior or senior high school. Such identification is probably based more on tradition and teacher bias than upon the educational needs and interests of today's secondary school students.

YEARS OF SERVICE AS AN ENGLISH TEACHER AND THE SUBJECTS TAUGHT

* As a teacher's years of experience increase, she is more likely to teach the following subjects:
  World Literature
  Poetry
  Non-Shakespearean Drama
  Non-fiction Prose
  Contemporary Literature
  Public Speaking
  English Literature
  Shakespeare
  Expository Writing

* As a teacher's years of experience increase, the likelihood that she will teach the following subjects decreases:
  American Literature
  Grammar
  Linguistics
  Adolescent Literature
  Journalism
  Creative Writing

The data collected in this study also indicates that the older, more experienced teachers are concentrated for the most part in the senior high school, and that a greater number of the younger, less experienced and beginning teachers are employed on the junior high school level in New York State.

ENGLISH AS A MAJOR OR MINOR TEACHING ASSIGNMENT AND THE SUBJECTS TAUGHT

* A significantly higher percentage of teachers whose major assignment is English than those whose minor assignment is English teach:
  - Contemporary Literature
  - Fiction
  - Expository Writing
  - Creative Writing
  - Poetry
  - Shakespeare
  - Non-Shakespearean Drama
  - Non-fiction Prose

* A significantly higher percentage of teachers whose minor assignment is English teach Grammar than do those whose major assignment is English.

THE TYPE OF UNDERGRADUATE COLLEGE ATTENDED AND THE SUBJECTS TAUGHT

* A significantly higher percentage of liberal arts graduates teach:
  - English Literature
  - Shakespeare
  - Non-fiction Prose
  - Mass Media
  - Expository Writing
  - Contemporary Literature

* A significantly higher percentage of college of education graduates teach:
  - Creative Writing
  - Adolescent Literature
  - Reading
  - Oral Interpretation

These differences may be governed more by grade-level being taught than by type of college which the English teacher attended. As was indicated in another section of this report, only 35.4% of the liberal arts graduates who teach English in the secondary schools of New York State as compared to 47.9% of the college of education graduates are assigned to the junior high school.

CONCLUSIONS

The teaching of English in New York State is, without a doubt, in a much more favorable condition than was the national situation in 1961 when The National Interest and the Teaching of English was published. True, nine years have elapsed, but even allowing for gains made over the past few years, New York State standards are impressively high when compared to those that obtained across the country. Illustrative is the comparative data on the number of English teachers who majored in English in college. Roughly fifty percent of the English teachers across the country were estimated to lack a major in their subject, whereas only twenty-nine percent of the State's teachers have less than a major in English. When one considers that in forty percent of the cases the teachers in the national study had a major of twenty-four semester hours as against the thirty-six semester hour minimal requirement in the State, the relatively better academic preparation of New York State English teachers becomes evident.

Favorable comparison to the national situation notwithstanding, English teaching in New York State needs to be strengthened measurably if it is to achieve the degree of excellence required to meet successfully the increasingly stringent demands being placed upon it. Several areas of weakness in the academic preparation and the teaching conditions of English teachers in the State have been revealed in the present study; of these none is more pressing than the problems of the preparation of the beginning English teachers, the continuing education of experienced teachers, the qualifications of junior high school teachers of English, and the selection and quality of the course offerings in teacher education college programs.

The preparation of the beginning English teacher in the State is far from prepossessing. Too few English teachers have the master's degree when they start teaching, and one-third of them have earned fewer than thirty-six semester hours in the major. Beginning teachers do generally take a large number of courses during the first few years of teaching, but the pattern of progressively decreasing commitment to college study as the years of service increase is distressingly pronounced. The resultant student exposure to many English teachers who are inadequately prepared initially or who fail to keep up with their subject, particularly in the junior high school where a dominant number of beginning and very old teachers are employed, constitutes a serious State-wide problem.

Dominating all other areas of concern in the preparation of English teachers in New York State, however, is curriculum. Amid growing demands in our schools for teachers and courses of study that are more responsive to the special interests and needs of students, and, at a time when the subject of English itself is undergoing a radical redefinition, most of the colleges and universities in New York apparently continue to offer tradition-bound, literature-oriented teacher preparation programs. The

vast majority of secondary school teachers of English in the State have strong academic preparation in literary periods, Shakespeare, poetry and literature surveys but comparatively poor preparation in such areas as language, adolescent literature, mass media, oral interpretation of literature, and creative writing. This apparent lack of responsiveness to the need for curriculum change in teacher preparation programs has serious implications for the content and effectiveness of English teaching in the junior and senior high schools of New York.

The major problems challenging the profession at the present time are clearly in the area of curriculum content and design for the preparation of English teachers. The new State certification regulations give the freedom and the responsibility for the development of creative, responsive, result-getting programs to the institutions preparing teachers. And the leading professional organizations in English, the National Council of Teachers of English, the Modern Language Association, assisted by the National Association of State Directors of Teacher Education and Certification, have recently provided the colleges and universities with the Guidelines for the Preparation of Teachers of English. The task and the direction are clearly defined. A concerted effort by colleges and universities, working cooperatively with the State's regulatory agencies and with the professional organizations, is needed now if English teaching in New York is to achieve the degree of excellence our students deserve and these crucial times demand.

RECOMMENDATIONS

The recommendations are addressed to colleges, school districts and professional organizations. All the recommendations are based upon the results of the study and are supported by the data summarized in detail in the main body of this report. Extensive as they are, these recommendations are not intended to be exhaustive; rather, they are meant to be suggestive of some of the applications which can be made of the data in this study.

RECOMMENDATIONS FOR SCHOOL DISTRICTS

Employment of Teachers

* A concerted effort should be made by district administrators to reduce the number of beginning English teachers who are employed but fail to meet minimal requirements for New York State certification.

* Candidates who do not have adequate preparation in English and English Education should not be employed if qualified candidates are available.

Assignment of Teachers

* District administrators should discontinue assigning teachers of other subjects to teach English, unless their preparation in English and English Education is adequate.

* Junior high school English teaching should be regarded as worthwhile and challenging as senior high school English teaching by secondary school administrators; they should seek to achieve a better balance of age, sex and experience when making teaching assignments in junior and senior high schools.

* Secondary school administrators should consider very carefully the specific nature of the college course preparation of English teachers when making grade level, special curriculum and general course assignments in junior and senior high schools.

Continuing Education

* Uncertified teachers and provisionally certified teachers should be counselled to take further work in English and English Education.

* Teachers who have permanently moved from another subject to English should be required to make up any deficiencies in their preparation in English and English Education.

* Generally, liberal arts graduates teaching in junior high school should be urged to take courses in the teaching of reading, adolescent literature and linguistics, areas of study in which, as a group, they tend to be deficient.

* College-level inservice courses in new curriculum areas such as black literature, linguistics, adolescent literature and mass media should be made available by school districts; or teachers should be offered incentives in the form of special remuneration or released time to take such courses at local colleges.

* Older teachers should be required to take work in English and English Education periodically. Perhaps State certification should be changed to make some form of continuing education compulsory.

* School districts should offer incentives to English teachers to attend workshops and conferences devoted to new developments in teaching English and in related areas.

Curriculum

* The traditional curriculum concept of the junior high and senior high school should be changed. Subjects should be offered because of the educational needs of students without regard for grade level.

* Work should be undertaken within school districts to make a greater scope and variety of course offerings available in both junior and senior high school English; such curriculum decisions should not be left to the discretion of the individual teacher whose background is in many cases restricted.

Professional Memberships

* Departmental memberships or library memberships to professional journals in English, English Education and related fields should be considered in those schools where very few teachers hold individual memberships.

Teaching Load

* School district administrators should work toward the reduction of present teaching loads of secondary school teachers of English to four classes daily.

RECOMMENDATIONS FOR COLLEGES

Placement Services

* College placement offices should develop more comprehensive services to help increased numbers of certified and well qualified beginning teachers find positions in teaching English.

Curriculum

* Colleges should discontinue the undergraduate minor in English; and those which require fewer than 36 semester hours for the undergraduate English major should increase the major to that total.

* Colleges need to add courses to their curricula more rapidly than in the past, if graduates from their teacher preparation programs are to be adequately prepared in newly emerging areas of English and English Education.

* Liberal arts colleges should broaden their traditional English offerings, to include a variety of newer subjects in such areas as linguistics, black literature, journalism, mass media and creative writing.

* Liberal arts colleges need to increase their offerings in English Education, to include work in such areas as methods of teaching English (to replace general secondary methods), the teaching of reading, play production and adolescent literature.

* The probability being two-to-one that a beginning teacher will start out in junior high school teaching, the undergraduate college course of study in English and English Education should stress those courses most needed by the junior high teacher as contrasted to those traditionally taught in the senior high school.

* Colleges offering both liberal arts degrees in English and teaching degrees in English should recognize the difference between the degrees and provide a sufficient number of quality and relevant courses for the teaching degree.

Quality of College Teaching

* In general, the quality of college courses in teacher education programs should be improved. Too few secondary school teachers find that their college courses are helpful in their teaching. Colleges should institute self-studies to evaluate their programs and individual courses for their effectiveness.

* All colleges preparing secondary school teachers of English should conduct extensive studies to determine how their English Education and Education courses, in particular, can be rendered more effective. The more intensive use of such emerging techniques as micro-teaching and simulation teaching should be given serious consideration.

Graduate Programs and Continuing Education for English Teachers

* Master degree programs for teachers of English should offer a balance between English and Education courses.

* Graduate offerings for teachers of English should not be limited to the traditional English liberal arts; the newer areas of study should be included. Graduate programs should reflect the needs of English teachers rather than those of literary scholars.

* Colleges should seek ways of making their courses generally more appealing to older teachers who, as a group, tend not to continue their studies. The feasibility of offering pass/fail or even non-credit graduate courses for those not wishing to compete for grades is one aspect of the problem that needs to be explored.

* Colleges should endeavor to develop new and better means of disseminating information on new developments and pertinent research findings in learning and teaching to classroom teachers.

RECOMMENDATIONS FOR PROFESSIONAL ORGANIZATIONS

Membership

* Professional organizations should endeavor to devote more of their resources and direct more of their activities to meet the interests and needs of secondary school teachers of English.

* State and national professional organizations in English and English Education should conduct studies to ascertain why membership among secondary school teachers of English is so low and how it may be improved.

Recruitment of English Teachers

* Professional organizations should assume a much more active role in the recruitment and retention of secondary school teachers of English.

Teacher Preparation

* Professional organizations, particularly those in English Education, should assume leadership roles in working with colleges and universities toward the development of improved English teacher education programs.

Professional Standards

* Professional organizations should be more dynamic and forceful in assisting school districts and teacher preparation institutions to establish and maintain the highest possible standards for the selection, preparation and licensing of secondary school English teachers.

APPENDIX A

Table 1. CHARACTERISTICS OF 1896 NEW YORK STATE PUBLIC SECONDARY SCHOOL ENGLISH TEACHERS--FEBRUARY 1970

Characteristic	Number	Percent
Major Teaching Assignment		
English	1818	95.9
Science	6	.3
Core	5	.3
Mathematics	1	.1
Social Studies	25	1.3
Library	5	.3
Foreign Language	14	.7
Other	22	1.2
Years of Service as an English Teacher		
1-2	137	7.2
3-5	495	26.1
6-10	529	27.9
11-15	332	17.5
16 or more	403	21.3
Years of Service as a Teacher--All Subjects Including English		
1-2	114	6.0
3-5	466	24.5
6-10	463	24.4
11-15	376	19.8
16 or more	477	25.3
Grade Level Taught		
Junior High (7-9)	739	39.0
Senior High (10-12)	898	47.4
Both Junior and Senior High	247	13.0
Other	12	.6
Number of Sections of English Taught Per Term		
One	48	2.5
Two	108	5.6
Three	156	8.2
Four	528	27.9
Five	981	51.8
Six	57	3.0
Seven	7	.4
Eight	5	.3
Nine	6	.3
School Size (Number of Students)		
Under 500	121	6.4
501-1000	577	30.4
1001-2000	941	49.7
2001-5000	242	12.8
5001-10,000	10	.5
Above 10,000	5	.3

Table 1--Continued.

Characteristic		Number	Percent
Co-curricular Responsibility			
Dramatics Director	Yes	378	20.0
	No	1518	80.0
Publication Advisor	Yes	536	28.3
	No	1360	71.7
Highest Level of Education			
0-3 years of college		11	.6
Bachelor's degree		221	11.6
Bachelor's plus 15 hours or more		629	33.2
Master's degree		609	32.1
Master's plus 30 hours or more		418	22.1
Doctor's degree		8	.4
Number of Years Since Last Formal English or Education Course Was Taken			
0-3		1276	67.3
4-5		321	16.9
6-8		161	8.5
9 or more		138	7.3
Specialization in Undergraduate English			
Major		1346	71.0
Minor		398	21.0
Neither major or minor		152	8.0
Number of Undergraduate Semester Hours in English			
11 or less		42	2.2
12-17		100	5.2
18-23		217	11.5
24-35		541	28.6
36 or more		996	52.5
Number of Graduate Semester Hours in English			
None		234	12.3
1-11		354	18.7
12-17		382	20.1
18-23		317	16.8
24-35		412	21.8
36 or more		197	10.3
Number of Undergraduate and Graduate Semester Hours in English			
11 or less		9	.5
12-17		27	1.4
18-23		62	3.3
24-35		230	12.1
36-44		407	21.4
45 or more		1161	61.3

Table 1--Continued

Characteristic		Number	Percent
Professional Teacher Preparation			
Methods in Teaching Secondary School English		1644	86.7
No Methods in Teaching English		252	13.3
Student Teaching in English		1226	64.6
No Student Teaching in English		670	35.3
Type of Undergraduate College Attended			
Liberal Arts		1343	70.9
Education		553	29.1
Type of Graduate College Attended			
Liberal Arts		1012	53.4
Education		722	38.1
Both Liberal Arts and Education		61	3.2
None		101	5.3
Professional Memberships			
National Council of Teachers of English	Yes	590	31.1
	No	1306	68.9
New York State English Council	Yes	575	30.3
	No	1321	69.7
New York State Teachers Association	Yes	1449	76.4
	No	447	23.6
Conference on English Education (National)	Yes	45	2.4
	No	1851	97.6
Conference on English Education (State)	Yes	76	4.1
	No	1820	95.9
Modern Language Association	Yes	42	2.2
	No	1854	97.8
Age			
Under 25		195	10.3
26-34		676	35.7
35-44		437	23.1
45-54		358	18.8
55-64		215	11.3
65 or more		15	.8
Sex			
Male		853	45.0
Female		1043	55.0

Table 2. NUMBER AND PERCENT OF 1896 NEW YORK STATE SECONDARY SCHOOL ENGLISH TEACHERS, CLASSIFIED BY COLLEGE COURSES TAKEN (OR NOT TAKEN) AND BY VALUE ESTIMATE OF COURSES FOR PRESENT ENGLISH ASSIGNMENT.

College Course	Course Taken						Value Estimate of Course, if Course Taken							
	Yes		No		Total		Much Help		Some Help		No Help		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
American Lit. Survey	1772	93.5	124	6.5	1896	100.0	858	48.5	843	47.5	71	4.0	1772	100.0
English Lit. Survey	1782	94.0	114	6.0	1896	100.0	831	46.7	840	47.1	111	6.2	1782	100.0
World Lit. Survey	1149	60.6	747	39.4	1896	100.0	442	38.5	593	51.7	114	9.9	1149	100.0
Adv. Writing (Expos.)	1307	69.0	589	31.0	1896	100.0	606	46.3	589	45.1	112	8.6	1307	100.0
Adv. Writing (Journ.)	425	22.4	1471	77.6	1896	100.0	161	37.9	218	51.3	46	10.6	425	100.0
Adv. Writing (Creat.)	985	51.8	911	48.2	1896	100.0	453	46.0	454	46.1	78	7.9	985	100.0
Poetry	1581	83.4	315	16.6	1896	100.0	827	52.3	676	42.8	78	4.9	1581	100.0
Shakespearean Plays	1653	87.2	243	12.8	1896	100.0	932	56.4	577	34.9	144	8.7	1653	100.0
Drama (Non-Shakes.)	1315	69.3	581	30.7	1896	100.0	622	47.3	602	45.8	91	6.9	1315	100.0
Non-fiction Prose	724	38.2	1172	61.8	1896	100.0	228	31.5	440	60.8	56	7.7	724	100.0
Fiction (Novel or S. S.)	1657	87.4	239	12.6	1896	100.0	891	53.7	712	43.0	54	3.3	1657	100.0
Contemporary Lit.	1279	67.5	617	32.5	1896	100.0	582	45.5	628	49.1	70	5.5	1279	100.0
Adolescent Lit.	617	32.5	1279	67.5	1896	100.0	247	40.0	281	45.5	89	14.5	617	100.0
Teaching Reading	936	49.3	960	50.7	1896	100.0	336	35.8	446	47.8	154	16.5	936	100.0
Public Speaking	1507	79.5	389	20.5	1896	100.0	651	43.2	707	46.9	149	9.8	1507	100.0
Oral Interpretation	996	52.6	900	47.4	1896	100.0	469	47.0	453	45.5	74	7.4	996	100.0
Mass Media	619	32.6	1277	67.4	1896	100.0	218	35.3	333	53.7	68	11.0	619	100.0
Teaching Eng./2nd Lang.	75	4.0	1821	96.0	1896	100.0	27	36.0	36	48.0	12	16.0	75	100.0
Black Lit.	95	5.0	1801	95.0	1896	100.0	45	47.1	39	41.0	11	11.9	95	100.0
Grammar and Usage	1093	57.6	803	42.4	1896	100.0	429	39.2	538	49.2	126	11.5	1093	100.0

Table 2--Continued.

College Course	Course Taken						Value Estimate of Course, if Course Taken							
	Yes		No		Total		Much Help		Some Help		No Help		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Linguistics	912	48.1	984	51.9	1896	100.0	230	25.2	470	51.5	212	23.3	912	100.0
Hist./Eng. Lang.	1111	58.6	785	41.4	1896	100.0	328	29.4	601	54.2	182	16.4	1111	100.0
Literary Criticism	1176	62.0	720	38.0	1896	100.0	456	38.7	584	49.7	136	11.6	1176	100.0
Literary Period	1679	88.5	217	11.5	1896	100.0	598	35.6	870	51.8	211	12.6	1679	100.0
Literary Movement	1437	75.8	459	24.2	1896	100.0	508	35.3	757	52.8	172	12.0	1437	100.0
Meth./Teach/Sec. Eng.	1645	86.7	251	13.3	1896	100.0	424	25.7	801	48.7	420	25.6	1645	100.0
Student Teach-in Eng.	1226	64.7	670	35.3	1896	100.0	554	45.1	570	46.5	102	8.4	1226	100.0
Play Production	707	37.3	1189	62.7	1896	100.0	312	44.1	352	49.1	43	6.1	707	100.0
School Mag. Production	108	5.7	1788	94.3	1896	100.0	31	28.7	57	52.8	20	18.5	108	100.0
Gen. Teaching Methods	1340	70.7	556	29.3	1896	100.0	161	12.0	705	52.7	474	35.4	1340	100.0
General Psychology	1807	95.3	89	4.7	1896	100.0	452	25.0	1033	57.2	322	17.8	1807	100.0
Educational Psych.	1749	92.2	147	7.8	1896	100.0	303	17.3	954	54.6	492	28.1	1749	100.0
Psych. of Adolescence	1507	79.5	389	20.5	1896	100.0	417	27.6	835	55.5	255	16.9	1507	100.0
Sociology	1313	69.3	583	30.7	1896	100.0	245	18.6	740	56.4	328	25.0	1313	100.0
Educational Sociology	614	32.4	1282	67.6	1896	100.0	71	11.3	311	50.7	232	37.9	614	100.0
Research in Eng. Ed. or Education	807	42.6	1089	57.4	1896	100.0	148	18.4	377	46.7	282	35.0	807	100.0

Table 3. PERCENTAGE OF 1896 NEW YORK STATE SECONDARY SCHOOL ENGLISH TEACHERS TEACHING (OR NOT TEACHING) ENGLISH SUBJECTS, CLASSIFIED ACCORDING TO GRADE LEVEL TAUGHT

Subject	Was Course Taught?	Grade Level Taught: Jr. High	Sr. High	Both Jr. & Sr.	Other	Whole Group
American Lit. Survey	Yes	29.0	47.6	42.4	15.4	39.5
	No	71.0	52.4	57.6	84.6	60.5
English Lit. Survey	Yes	9.8	44.4	29.9	15.4	28.9
	No	90.2	55.6	70.1	84.6	71.1
World Literature	Yes	8.7	26.3	22.5	15.4	18.9
	No	91.3	73.7	77.5	84.6	81.1
Written Composition (Expository)	Yes	85.7	89.4	90.6	84.6	88.1
	No	14.3	10.6	9.4	15.4	11.9
Written Composition (Journalism)	Yes	24.5	21.8	28.7	30.8	23.8
	No	75.5	78.2	71.3	69.2	76.2
Written Composition (Creative)	Yes	80.6	66.6	72.1	53.8	72.7
	No	19.4	33.4	27.9	46.2	27.3
Poetry	Yes	79.7	85.2	82.8	84.6	82.7
	No	20.3	14.8	17.2	15.4	17.3
Shakespearean Play	Yes	29.9	81.9	73.7	38.5	60.2
	No	70.1	18.1	26.3	61.5	39.8
Drama (Non-Shakespearean)	Yes	68.6	89.3	83.2	69.2	80.3
	No	31.4	10.7	16.8	30.8	19.7
Non-Fiction Prose	Yes	79.4	80.7	86.9	84.6	81.0
	No	20.6	19.3	13.1	15.4	19.0
Fiction	Yes	93.6	96.2	96.3	92.3	95.2
	No	6.4	3.8	3.7	7.7	4.8
Contemporary Lit.	Yes	56.4	79.4	75.1	84.6	69.8
	No	43.6	20.6	24.9	15.4	30.2
Adolescent Lit.	Yes	66.8	32.3	47.8	53.8	47.9
	No	33.2	67.7	52.2	46.2	52.1
Reading (Developmental or Remedial)	Yes	61.0	36.7	52.2	69.2	48.3
	No	39.0	63.3	47.8	30.8	51.7
Oral Composition (Public Speaking)	Yes	69.5	58.7	60.4	46.2	63.1
	No	30.5	41.3	39.6	53.8	36.9
Oral Interpretation	Yes	50.4	54.3	49.8	53.8	52.1
	No	49.6	45.7	50.2	46.2	47.9
Mass Media	Yes	46.7	55.5	54.7	38.5	51.9
	No	53.3	44.5	45.3	61.5	48.1
English as a Second Language	Yes	3.5	3.7	5.3	0.0	3.8
	No	96.5	96.3	94.7	100.0	96.2
Black Literature	Yes	15.7	26.1	15.5	23.1	20.6
	No	84.3	73.9	84.5	76.9	79.4
Grammar	Yes	89.8	72.8	84.9	92.3	81.2
	No	10.2	27.2	15.1	7.7	18.8
Linguistics	Yes	45.9	30.6	41.6	30.8	38.0
	No	54.1	69.4	58.4	69.2	62.0

APPENDIX B

NEW YORK STATE ENGLISH TEACHER STUDY QUESTIONNAIRE

DIRECTIONS:

Please complete this questionnaire, if you teach one or more sections of English in a public junior or senior high school in New York State. (Note: English is defined to include the speech arts, such as oral composition or interpretation.)

Respond to every question by making a check next to the most correct answer, as follows:

Sample: In my undergraduate education, English was my
_____major _X_ minor _____neither major nor minor

Check only one answer to each question.

QUESTIONNAIRE:

PART I. Check the most appropriate answer to each of the following questions.

1. How many years of service as an English teacher do you have (include this year)?
   _____1 to 2 years _____6 to 10 years _____16 or more years
   _____3 to 5 years _____11 to 15 years

2. In which of the following is your present major teaching assignment?
   _____English _____Mathematics _____Foreign Language
   _____Science _____Social Studies _____Business
   _____Core _____Library _____Other

3. From which type of institution did you receive your Bachelor's degree or do your undergraduate work in English?
   _____A liberal arts college _____A college of education

4. In what grades do you teach English?
   _____Only junior high (7-9) _____Both junior and senior high
   _____Only senior high (10-12) _____Other

5. What is the highest level of your college education?
   _____0-3 years of college _____Master's degree
   _____Bachelor's degree _____Master's + 30 or more hours
   _____Bachelor's + 15 or more hours _____Doctor's degree

6. When did you last take a formal college English or Education course?
   _____within the past 3 years _____6 to 8 years ago
   _____3 to 5 years ago _____9 or more years ago

7. In my undergraduate education, English was my
   _____Major _____Minor _____Neither major or minor

8. Indicate your age group
   _____under 25 _____35 to 44 _____55 to 64
   _____25 to 34 _____45 to 54 _____65 or over

9. Indicate your sex
   _____Male _____Female

10. From which type of institution did you receive your Master's degree or take graduate work
    _____A liberal arts college _____A college of education

11. Are you a member of the National Council of Teachers of English?
_____Yes _____No

12. Are you a member of the New York State English Council?
_____Yes _____No

13. Are you a member of the New York State Teachers Association?
_____Yes _____No

14. Are you a member of the Modern Language Association?
_____Yes _____No

15. Are you a member of the Conference on English Education (National)?
_____Yes _____No

16. Are you a member of the Conference on English Education (State)?
_____Yes _____No

17. What are your total years of service as a teacher (all subjects, including English--include this year)?
_____1 to 2 years _____6 to 10 years _____16 or more years
_____3 to 5 years _____11 to 15 years

18. How many semester hours of credit did you earn <u>in English</u> as an undergraduate?
_____11 or less _____18 to 23 _____36 or more
_____12 to 17 _____24 to 35

19. How many semester hours of credit did you earn <u>in English</u> as a graduate student?
_____none _____12 to 17 _____24 to 35
_____1 to 11 _____18 to 23 _____36 or more

20. Combined <u>total</u> semester hours credit in English (undergraduate and graduate).
_____11 or less _____18 to 23 _____36 to 44
_____12 to 17 _____24 to 35 _____45 or more

21. Number of sections of English you presently teach <u>per term</u> (include Speech Arts)
_____One _____Four _____Seven
_____Two _____Five _____Eight
_____Three _____Six _____Nine

22. Did you do student teaching in English as part of your college preparation for teaching?
_____Yes _____No

23. Do you have charge of a dramatic club and/or do you direct plays?
_____Yes _____No

24. Do you serve as an advisor to a school publication--newspaper, yearbook, or literary magazine?
_____Yes _____No

25. The school where you presently teach has approximately how many students?
_____under 500 _____1001 to 2000 _____5001 to 10,000
_____501 to 1000 _____2001 to 5000 _____above 10,000

PART II. Are you presently teaching or did you earlier this year teach a course or a unit of work in any of the following areas in grades 7 through 12? Check "Yes" or "No" for every question in this section.

26.	Survey of American Literature	_____Yes	_____No
27.	Survey of English Literature	_____Yes	_____No
28.	Survey of World Literature	_____Yes	_____No
29.	Written Composition (expository)	_____Yes	_____No
30.	Written Composition (journalistic)	_____Yes	_____No
31.	Written Composition (creative)	_____Yes	_____No
32.	Poetry	_____Yes	_____No
33.	Any Shakespearean play(s)	_____Yes	_____No
34.	Drama (other than Shakespearean)	_____Yes	_____No
35.	Non-fiction (biography, essay, etc.)	_____Yes	_____No
36.	Fiction (novel or short story)	_____Yes	_____No
37.	Contemporary Literature	_____Yes	_____No
38.	Adolescent Literature	_____Yes	_____No
39.	Reading (developmental or remedial)	_____Yes	_____No
40.	Oral Composition (informal or public speaking)	_____Yes	_____No
41.	Oral Interpretation of Literature	_____Yes	_____No
42.	Mass Media (newspaper, TV, etc.)	_____Yes	_____No
43.	English as a Second Language	_____Yes	_____No
44.	Black Literature	_____Yes	_____No
45.	Language--grammar	_____Yes	_____No
46.	Language--linguistics	_____Yes	_____No

III. These questions apply to "separate formal courses" you have taken in either your undergraduate or graduate college study. If you have taken the course listed, mark the space which indicates how helpful the course has been in your present English teaching assignment--check either "Much help," or "Some help," or "No help." However, if you have not taken the course listed, check off "No course."

47. A course in Student Teaching in English
_____Much help _____Some help _____No help _____No course

48. A course in Dramatic Arts (stagecraft or play production)
_____Much help _____Some help _____No help _____No course

49. A course in School Magazine Production
_____Much help _____Some help _____No help _____No course

50. A survey course in American Literature
_____Much help _____Some help _____No help _____No course

51. A survey course in English Literature
_____Much help _____Some help _____No help _____No course

52. A survey course in World Literature (chiefly non-English, non-American)
_____Much help _____Some help _____No help _____No course

53. A course in Advanced Writing (expository)
_____Much help _____Some help _____No help _____No course

54. A course in Journalism
_____Much help _____Some help _____No help _____No course

55. A course in Advanced Writing (creative--short story, poetry, etc.)
_____Much help _____Some help _____No help _____No course

56. A course in Poetry
_____Much help _____Some help _____No help _____No course

57. A course in Shakespeare's Plays
_____Much help _____Some help _____No help _____No course

58. A course in Drama (other than Shakespearean)
_____Much help _____Some help _____No help _____No course

59. A course in Non-fiction (essay, article, biography, etc.)
_____Much help _____Some help _____No help _____No course

60. A course in Fiction (novel or short story)
_____Much help _____Some help _____No help _____No course

61. A course in Contemporary Literature
_____Much help _____Some help _____No help _____No course

62. A course in Adolescent Literature
_____Much help _____Some help _____No help _____No course

63. A course in Teaching Reading (developmental or remedial)
_____Much help _____Some help _____No help _____No course

64. A course in Public Speaking
_____Much Help _____Some help _____No help _____No course

65. A course in Oral Interpretation (of literature, drama, etc.)
_____Much help _____Some help _____No help _____No course

66. A course in Communications (Mass media, newspaper, TV, etc.)
_____Much help _____Some help _____No help _____No course

67. A course in Teaching English as a Second Language
_____Much help _____Some help _____No help _____No course

68. A course in Black Literature
_____Much help _____Some help _____No help _____No course

69. A course in Grammar and Usage
_____Much help _____Some help _____No help _____No course

70. A course in Structural Linguistics
_____Much help _____Some help _____No help _____No course

71. A course in History of the English Language
_____Much help _____Some help _____No help _____No course

72. A course in Literary Criticism or Literary Analysis
_____Much help _____Some help _____No help _____No course

73. A course in a Literary Period (such as, 18th Century English Literature)
_____Much help _____Some help _____No help _____No course

74. A course in a Literary Movement (such as, Romanticism)
_____Much help _____Some help _____No help _____No course

75. A course in Methods of Teaching English in the Secondary School
_____Much help _____Some help _____No help _____No course

76. A course in General Methods
_____Much help _____Some help _____No help _____No course

77. A course in Psychology (general)
_____Much help _____Some help _____No help _____No course

78. A course in Educational Psychology
_____Much help _____Some help _____No help _____No course

79. A course in Psychology of Adolescence
_____Much help _____Some help _____No help _____No course

80. A course in Sociology (general)
_____Much help _____Some help _____No help _____No course

81. A course in Educational Sociology
_____Much help _____Some help _____No help _____No course

82. A course in Research in English Education or Education
_____Much help _____Some help _____No help _____No course

PLEASE CHECK TO SEE THAT YOU HAVE GIVEN AN ANSWER TO ALL 82 QUESTIONS.